

New York State School Report Card Comprehensive Information Report

BEDS Code: 27-01-00-01-0010
 Name: Amsterdam High School
 Principal: Gavin Murdoch

Grade Range : 9-12

Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	0	0	0
First	0	0	0
Second	0	0	0
Third	0	0	0
Fourth	0	0	0
Fifth	0	0	0
Sixth	0	0	0
Ungraded Elementary	0	0	0
Seventh	0	0	0
Eighth	0	0	0
Ninth	357	389	396
Tenth	299	298	300
Eleventh	279	291	282
Twelfth	268	229	246
Ungraded Secondary	0	0	0
Total K-12 Enrollment	1203	1207	1224

Student Racial/Ethnic Origin

Race/Ethnicity	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	4	0.3%	5	0.4%	5	0.4%
Black (Not Hispanic)	20	1.7%	18	1.5%	25	2.0%
Hispanic	235	19.5%	242	20.0%	268	21.9%
White (Not Hispanic)	944	78.5%	942	78.0%	926	75.7%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	0	0	0
Mathematics Grade 8	0	0	0
Science Grade 8	0	0	0
Social Studies Grade 8	0	0	0
English Grade 10	22	20	24
Mathematics Grade 10	21	21	20
Science Grade 10	22	19	23
Social Studies Grade 10	20	19	19

(Form - A)

District Need to Resource Capacity Category

N/RC Category	Description
4	This is a rural school district with high student needs in relation to district resource capacity.

Similar School Group and Description

Similar School Group	Description
47	All schools in this group are secondary level schools in rural school districts with high student needs in relation to district resources. The schools in this group are in the middle range of student needs for secondary level schools in these districts.

All schools within the same N/RC category are divided into three similar school groups defined by the percentage of students in the school who are eligible for the free-lunch program and/or who are limited English proficient (also known as English language learners).

Student Demographics Used To Determine Similar Schools Group

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	29	2.4%	21	1.7%	31	2.5%
Eligible for Free Lunch	148	12.3%	180	14.9%	270	22.1%

Attendance and Suspension

	2000-01		2001-02		2002-03	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		88.1%		87.4%		87.0%
Student Suspensions	138	11.5%	282	23.4%	144	11.9%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2001-02	2002-03	2003-04
Reduced Lunch	4.2%	3.2%	7.4%
Public Assistance	11-20%	11-20%	11-20%
Student Stability	92%	96%	94%

Staff Counts

Staff	2003-04
Total Teachers	85
Total Other Professional Staff	10
Total Paraprofessionals	NA
Teaching Out of Certification*	1

*Teaching out of certification more than on an incidental basis.

(Form – B)

High School Graduates and Noncompleters

High School Graduates Earning Regents Diplomas*

	2001-02			2002-03			2003-04		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	0	0	0%	218	218	100%	270	214	79%
Students with Disabilities	0	0	0%	35	35	100%	19	4	21%
All Students	0	0	0%	253	253	100%	289	218	75%

*Only students awarded local diplomas (including local diplomas with Regents endorsements) are counted as high school graduates. Because of a change in data collection procedures for the 2001-02 school year, diploma counts for that year do not include counts from August 2001. Data for the 2002-03 school year include August 2002 and January and June 2003 graduates; data for the 2003-04 school year include August 2003 and January and June 2004 graduates.

Distribution of 2003-04 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	76	177	7	11	12	6
Percent	26%	61%	2%	4%	4%	2%

Number of High School Completers with Disabilities in 2003-04

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2003-04 Completers (a+c)
19	4	10	29

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		2001-02		2002-03		2003-04	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	67		95		77	6.9%
	Entered GED Program*	6		19		11	1.0%
	Total Noncompleters	73		114		88	7.9%
Students with Disabilities	Dropped Out	0		13		19	10.4%
	Entered GED Program*	0		5		1	0.5%
	Total Noncompleters	0		18		20	10.9%
All Students	Dropped Out	67	5.6%	108	8.9%	96	7.4%
	Entered GED Program*	6	0.5%	24	2.0%	12	0.9%
	Total Noncompleters	73	6.1%	132	10.9%	108	8.3%

*The number and percentage of students who left a program leading to a high school diploma and entered a program leading to a high school equivalency diploma.

(Form - C)

Career Development and Occupational Studies (CDOS)

Percentage of Students Documenting Self- and Career-Awareness Information and Career Exploration Activities, K-3

Grades	2001-02	2002-03	2003-04
K-1	0%	0%	0%
2-3	0%	0%	0%

Students Developing a Career Plan, 4-12

Grades		2001-02	2002-03	2003-04
4-5	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
6-8	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
9-12	Number of General-Education Students	0	0	286
	Number of Students with Disabilities	0	0	36
	Number of All Students	0	0	322
	Percent of Enrollment	0%	0%	26%

Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program			
Completed and Passed Regents Exams			
Completed and had Course Average of 75% or More			
Completed and Attained a HS Diploma or Equivalent			
Completed and Whose Status is Known			
Completed and Were Successfully Placed			
Nontraditional Programs			
Underrepresented Gender Members Enrolled			
Underrepresented Gender Members Who Completed			

Enrollment data are for the 2003-2004 school year; completion data are as of June 2003.

Note: Blank cells indicate that either the district did not have a CTE program or did not report data.

This data is reported only at the district level.

(Form - D)

Second Language Proficiency Examinations

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	2	#
Spanish	0	0%	0	0%	6	83%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	0	0%	0	0%

Regents Competency Tests

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	2	#	4	#	6	17%
Science	4	#	3	#	14	57%
Reading	2	#	5	80%	2	#
Writing	1	#	4	#	4	#
Global Studies	1	#	1	#	1	#
U.S. Hist & Gov't	0	0%	0	0%	1	#

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	19	63%	47	66%	46	59%
Science	20	75%	34	65%	45	56%
Reading	6	67%	20	70%	15	67%
Writing	3	#	20	90%	19	95%
Global Studies	5	80%	11	55%	11	18%
U.S. Hist & Gov't	2	#	10	50%	5	20%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive English						
Number Tested	228	258	223	16	23	28
Number Scoring 55-100	203	229	205	8	12	19
Number Scoring 65-100	171	188	185	3	5	9
Number Scoring 85-100	80	66	79	1	0	1
Percentage of Tested Scoring 55-100	89%	89%	92%	50%	52%	68%
Percentage of Tested Scoring 65-100	75%	73%	83%	19%	22%	32%
Percentage of Tested Scoring 85-100	35%	26%	35%	6%	0%	4%
Mathematics A						
Number Tested	28	264	155	0	26	21
Number Scoring 55-100	26	185	146	0	7	18
Number Scoring 65-100	25	140	123	0	6	14
Number Scoring 85-100	23	14	29	0	1	0
Percentage of Tested Scoring 55-100	93%	70%	94%	0%	27%	86%
Percentage of Tested Scoring 65-100	89%	53%	79%	0%	23%	67%
Percentage of Tested Scoring 85-100	82%	5%	19%	0%	4%	0%
Mathematics B						
Number Tested	0	23	79	0	0	1
Number Scoring 55-100	0	22	67	0	0	#
Number Scoring 65-100	0	21	53	0	0	#
Number Scoring 85-100	0	6	10	0	0	#
Percentage of Tested Scoring 55-100	0%	96%	85%	0%	0%	#
Percentage of Tested Scoring 65-100	0%	91%	67%	0%	0%	#
Percentage of Tested Scoring 85-100	0%	26%	13%	0%	0%	#
Global History and Geography						
Number Tested	254	270	93	24	34	27
Number Scoring 55-100	234	235	73	19	22	15
Number Scoring 65-100	197	214	59	7	18	10
Number Scoring 85-100	57	63	16	2	1	1
Percentage of Tested Scoring 55-100	92%	87%	78%	79%	65%	56%
Percentage of Tested Scoring 65-100	78%	79%	63%	29%	53%	37%
Percentage of Tested Scoring 85-100	22%	23%	17%	8%	3%	4%
U.S. History and Government						
Number Tested	224	246	222	13	23	27
Number Scoring 55-100	208	231	213	7	18	23
Number Scoring 65-100	174	210	196	3	13	17
Number Scoring 85-100	69	101	92	1	0	4
Percentage of Tested Scoring 55-100	93%	94%	96%	54%	78%	85%
Percentage of Tested Scoring 65-100	78%	85%	88%	23%	57%	63%
Percentage of Tested Scoring 85-100	31%	41%	41%	8%	0%	15%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Living Environment						
Number Tested	260	183	99	16	30	11
Number Scoring 55-100	254	170	83	14	21	5
Number Scoring 65-100	239	154	66	13	12	3
Number Scoring 85-100	24	16	8	0	0	0
Percentage of Tested Scoring 55-100	98%	93%	84%	88%	70%	45%
Percentage of Tested Scoring 65-100	92%	84%	67%	81%	40%	27%
Percentage of Tested Scoring 85-100	9%	9%	8%	0%	0%	0%
Physical Setting/Earth Science						
Number Tested	166	112	177	13	21	14
Number Scoring 55-100	148	97	162	10	15	10
Number Scoring 65-100	127	80	145	7	11	8
Number Scoring 85-100	48	14	56	0	2	2
Percentage of Tested Scoring 55-100	89%	87%	92%	77%	71%	71%
Percentage of Tested Scoring 65-100	77%	71%	82%	54%	52%	57%
Percentage of Tested Scoring 85-100	29%	12%	32%	0%	10%	14%
Physical Setting/Chemistry						
Number Tested	126	144	94	1	2	2
Number Scoring 55-100	114	126	84	#	#	#
Number Scoring 65-100	92	82	53	#	#	#
Number Scoring 85-100	8	11	2	#	#	#
Percentage of Tested Scoring 55-100	90%	88%	89%	#	#	#
Percentage of Tested Scoring 65-100	73%	57%	56%	#	#	#
Percentage of Tested Scoring 85-100	6%	8%	2%	#	#	#
Physical Setting/Physics						
Number Tested			53			1
Number Scoring 55-100			52			#
Number Scoring 65-100			49			#
Number Scoring 85-100			15			#
Percentage of Tested Scoring 55-100			98%			#
Percentage of Tested Scoring 65-100			92%			#
Percentage of Tested Scoring 85-100			28%			#

* Physical Setting/Physics results for 2001-02 and 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in those years.

(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive French						
Number Tested	0	0	0	0	0	0
Number Scoring 55-100	0	0	0	0	0	0
Number Scoring 65-100	0	0	0	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%
Comprehensive Italian						
Number Tested	0	0	0	0	0	0
Number Scoring 55-100	0	0	0	0	0	0
Number Scoring 65-100	0	0	0	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%
Comprehensive German						
Number Tested	0	0	0	0	0	0
Number Scoring 55-100	0	0	0	0	0	0
Number Scoring 65-100	0	0	0	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%
Comprehensive Hebrew						
Number Tested	0	0	0	0	0	0
Number Scoring 55-100	0	0	0	0	0	0
Number Scoring 65-100	0	0	0	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%
Comprehensive Spanish						
Number Tested	123	109	38	1	4	2
Number Scoring 55-100	123	108	36	#	#	#
Number Scoring 65-100	120	108	36	#	#	#
Number Scoring 85-100	66	68	23	#	#	#
Percentage of Tested Scoring 55-100	100%	99%	95%	#	#	#
Percentage of Tested Scoring 65-100	98%	99%	95%	#	#	#
Percentage of Tested Scoring 85-100	54%	62%	61%	#	#	#
Comprehensive Latin						
Number Tested	11	32	1	0	0	0
Number Scoring 55-100	11	32	#	0	0	0
Number Scoring 65-100	11	32	#	0	0	0
Number Scoring 85-100	4	22	#	0	0	0
Percentage of Tested Scoring 55-100	100%	100%	#	0%	0%	0%
Percentage of Tested Scoring 65-100	100%	100%	#	0%	0%	0%
Percentage of Tested Scoring 85-100	36%	69%	#	0%	0%	0%

(Form – H)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Sequential Mathematics, Course III (last administered January 2004)						
Number Tested	106	84	0	1	1	0
Number Scoring 55-100	94	81	0	#	#	0
Number Scoring 65-100	88	75	0	#	#	0
Number Scoring 85-100	40	16	0	#	#	0
Percentage of Tested Scoring 55-100	89%	96%	0%	#	#	0%
Percentage of Tested Scoring 65-100	83%	89%	0%	#	#	0%
Percentage of Tested Scoring 85-100	38%	19%	0%	#	#	0%

Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	44	100%	40	100%	29	97%
Students with Disabilities	2	#	6	83%	8	88%

District reports contain data for all students with disabilities enrolled in the district for the 2001-02 school year.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2003	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(Form - I)

New York State Alternate Assessments (NYSAA) 2003–04

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
Elementary Level						
Social Studies	0	0	0	0	0	0
Middle Level						
Social Studies	0	0	0	0	0	0
Secondary Level						
English Language Arts	1	0	#	#	#	#
Social Studies	1	0	#	#	#	#
Mathematics	2	0	#	#	#	#
Science	2	0	#	#	#	#

2000 Cohort Performance on Regents Examinations after Four Years

	General-Education Students			Students with Disabilities			All Students		
	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science
Cohort Enrollment	271	271	271	51	51	51	322	322	322
Number Scoring 55–64	7	2	4	3	4	3	10	6	7
Number Scoring 65–84	103	69	109	14	8	13	117	77	122
Number Scoring 85–100	54	76	58	0	3	2	54	79	60
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)

New York State English as a Second Language Achievement Tests (NYSESLAT)*

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Listening and Speaking (Grade 7-8)						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
Reading and Writing (Grade 7-8)						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0
Listening and Speaking (Grade 9-12)						
Number Tested			23			1
Beginning (0-18)			3			#
Intermediate (19-31)			4			#
Advanced (32-36)			10			#
Proficient (37-39)			6			#
Reading and Writing (Grade 9-12)						
Number Tested			22			1
Beginning (0-14)			7			#
Intermediate (15-24)			6			#
Advanced (25-32)			8			#
Proficient (33-35)			1			#

*The NYSESLAT was first administered in the 2002-03 school year, but complete data for all school districts were not available until 2003-04.

(Form - L)